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Department of Education

Courses of Study for Grades XI and XII of Vocational Schools and Departments

SOCIAL STUDIES

History of Commerce and Industry



COURSES OF STUDY
For
Grades XI and XII
In
Vocational Schools and Departments

HISTORY OF COMMERCE AND INDUSTRY

The following are suggested as aims of the teaching in the course:

1. To give an understanding of the sources and development of European civilization in order that the pupil may not only appreciate our debt to the past but may better comprehend the world in which he now lives.
2. To indicate to the pupil that the crowning achievement in this long evolution of institutions and ideas is to be found in the creation of democracy with its ideals of social equality and of government.
3. To show what an important part England and British institutions have played in this great achievement.
4. To lead the pupil to realize the growing inter-dependence of nations and peoples in the modern age, and so to appreciate the need of a spirit of tolerance, neighborliness, and co-operation.
5. To encourage the pupil to develop sound thinking and balanced judgment.
6. To broaden the interests and experience of the pupil by bringing to his attention the artistic, scientific, and other cultural achievements of our civilization.

The following suggestions are presented as a guide to teachers:

The organization of the course into a few large divisions, with explanatory notes at the beginning of each section and with a fairly detailed outline, will enable the teacher to have a clear conception of the main theme of development and of the chief points to be emphasized. He should exercise good judgment in the amount of detailed study of the various topics that may properly be expected of pupils of this grade.

In attempting to realize the aims suggested above the teacher must preserve a judicial spirit and cultivate broad sympathies in order to interpret the peoples whose history he is teaching. He must be willing to consider as many facts as possible in each case, and to seek the truth patiently and impartially.

The teacher's personal opinions should not be forced upon the pupils, but controversial issues have to be faced. These should be discussed fairly, although in most cases it may not prove possible to reach a final decision. The spirit in which discussions are carried on in the classroom should be that which must necessarily prevail in any successful democracy.

NOTE: Topics marked with an asterisk should be treated very briefly.

Ministry of Education, Ontario

In the various types of courses of the vocational schools teachers should aim to cover the essential features of each part of the course but they may omit parts of certain topics to permit emphasis upon the points which they consider of particular significance or of special interest to their pupils.

The following allotment of time is suggested:

GRADE XI—

Introduction.....	3 weeks
Part I.	4 weeks
Part II.	10 weeks
Part III.	11 weeks
Part IV.	7 weeks
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Total.....	35 weeks

GRADE XII—

Part I.	12 weeks
Part II.	16 weeks
Part III.	7 weeks
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Total.....	35 weeks

For classes in schools which give a one-year course in History of Commerce and Industry, or a semester course in both of Grades XI and XII, it is suggested that the topics be selected so as to include Parts I E, II A, and III B, C, and D from the Grade XII course.

Grade XI

EUROPEAN CIVILIZATION TO 1763

Introduction: The Legacy of the Ancient World.

Only after man had been on this planet for many milleniums did he leave his cave and begin his long but successful conquest of nature through the use of metals. His invention of the alphabet assured for him the preservation of his experience from generation to generation. Certain river valleys, where mankind first experienced considerable leisure, became cradles of civilization. The most important of these were the valleys of the Nile and the Tigris-Euphrates. Gradually, too, in his religious thinking he attained the conception of one God and to the Hebrew writers the world still turns for the most exalted expression of religious thought.

Though empires came and went, it is to the Greeks that the world is indebted for the first successful experiment in democracy. To them it is also indebted for much of its inspiration in literature, the fine arts, philosophy and the sciences. The Greeks with their sense of beauty, their appreciation of proportion and their love of truth exerted an unparalleled influence on the Roman world and, since the Renaissance, on modern times.

Although the Romans lacked the creative genius of the Greek writers and artists, they appreciated their culture and preserved this rich heritage for subsequent ages. They built a vast empire by uniting a large portion of Europe

with other lands bordering on the Mediterranean and to that empire they gave security, a common culture and an enlightened administration. This period is marked by the rise of Christianity, a faith which was destined to permeate the Empire and to build a still greater empire after Rome had fallen. The system of law and justice which Rome developed not only excelled everything that preceded it but remained a valuable legacy for succeeding centuries.

- A. The contributions of the eastern Mediterranean area: tools (stone and metal), fire, crafts, navigation, the domestication of plants and animals, government (democracy), laws, private property, barter and money, art, architecture, written language, the calendar, monotheism and Christianity.
- B. The contributions of the western Mediterranean area—Rome: roads, architecture, law, administrative efficiency.

Part I.—Transition to the Medieval World.

The last centuries of the great Roman peace were marked by a long, slow process of disintegration, during which the problems of control in so extended an empire were increasingly intensified by economic and other internal difficulties. The fall of the Empire was hastened by the barbarian Teutonic invaders who gradually penetrated into, and eventually swarmed over, the western provinces. A period of confusion and uncertainty ensued, which may not inappropriately be designated the "Dark Ages", a term wrongfully applied to the whole medieval era. Yet in the east the Roman Empire remained intact around Constantinople for another thousand years. Here the Greek Orthodox Church and the brilliant Byzantine culture developed through a mingling of Greek, Roman and Oriental influences. Meanwhile the ideal of universalism was preserved in the west through the Roman Catholic Church, which exerted a profound influence in the states emerging from the ruins of the Empire. The Church evolved an elaborate and efficient organization with the Bishop of Rome at the head of the hierarchy, and, especially through the ideal of asceticism and the institution of monasticism, it opposed at many points the tendencies of a turbulent world. So in matters secular and ecclesiastical, the picture of classic antiquity gradually dissolved into the medieval scene.

- A. The extent of the Roman Empire in 400 A.D.: a map study.
- B. The disintegration of the western Roman Empire:
 1. Some internal influences:
 - (a) Despotism—military, economic, governmental.
 - (b) The decline of agriculture.
 - (c) Slavery.
 - (d) "Bread and circuses."
 - (e) The cost of public works—aqueducts, roads, walls, public buildings.
 - (f) The waning of Roman prestige.
 - (g) The weakening of the Roman frontier.
 2. External influences:
 - (a) The infiltration of the Germanic peoples.
 - (b) The invasions of the barbarians.
- C. The survival of the eastern Roman Empire—Byzantium, a cultural centre.

*D. The establishment of Christianity:

1. Persecution.
2. Toleration.
3. State establishment after Constantine.

Part II.—The Medieval World (c. 600 to c. 1300).

The people of Western Europe in the early Middle Ages found life hard and puzzling. Old, familiar ways of living were lost; treasured customs and cherished institutions disappeared. As the once mighty Roman Empire fell apart, life became uncertain and dangerous and in desperation men sought protection from anyone who could provide it. So there developed the feudal way of living, in which people clustered in small isolated villages under the protection of land-holding nobles and their great castles. Many men sought solace in religion and took refuge in the monasteries which grew rapidly in number. Feudalism, because of its origin and nature could scarcely give Western Europe any real sense of unity. It was indeed marked by such wide variations in practice that it can scarcely be called a system. The two institutions which did give a semblance of unity to the medieval world were the Holy Roman Empire and the Church, and of these the Church was the more important. The revival of the "universal" empire of earlier centuries in a Christian form was an ideal which appealed to the imagination, but it could never be fully realized. The Church proved to be the most pervasive and powerful influence in medieval life. It touched every activity, but in particular it was the guardian of religious and cultural interests. Gradually, over a period of several centuries, peace, order, and a measure of security returned to Western Europe, and distinctive ways of living and thinking—a medieval civilization—emerged. In its trade and growing industry, its town life, its universities, its art and architecture, its great institutions, its feudal organization, and in powerful movements like monasticism and the Crusades we can see the manifestation of this new culture—the first culture truly European.

A. The struggle for reorganization—600 to 1100:

1. The period of disunity.
2. Charlemagne and the Holy Roman Empire.
3. The rise of Feudalism: the feudal organization, political and defensive.
4. The church—the dominant unifying influence:
 - (a) The hierarchy.
 - (b) Monastic organization:
 - i. Crafts;
 - ii. Agriculture;
 - iii. Education;
 - iv. Art and music.
 - (c) The church courts and canon law.

B. Medieval civilization—1100 to 1300:

1. Life in the manor:
 - (a) The self-sufficiency of the manor.
 - (b) System of agriculture.
 - (c) Justice.
 - (d) The village church.

- (e) The castle.
- (f) Chivalry.
- (g) Social life.

2. Industry and commerce:

- (a) Agriculture the basic industry.
- (b) The rise of the towns: markets; the revival of old and the development of new towns.
- (c) Merchant and craft guilds:
 - i. Organization;
 - ii. Activities;
 - iii. Relation to town government.
- (d) Trade:
 - i. Trade routes by land and water;
 - ii. Fairs (law merchant);
 - iii. Merchants of the Hanseatic and Italian cities;
 - iv. Banking—German and Italian;
 - v. The influence of the church on medieval trade: a just price—the assizes of bread and ale, of weights and measures; usury.

*3. Culture—the domination of religion:

- (a) Art and architecture.
- (b) The universities.
- (c) Attitude toward science.

*C. The Islamic world and the crusades—their effects upon feudalism and commerce.

Part III.—The Transition to Modern Times (14th, 15th centuries)—the period of the Renaissance.

During the fourteenth and fifteenth centuries there appeared evidence of new tendencies and far-reaching changes in the medieval world. Rural life with its manorial organization became less important in relation to wealthy and powerful towns and cities, especially in areas like Northern Italy and the Netherlands. The Holy Roman Empire grew more and more enfeebled. The papacy fell upon evil days of captivity and schism, recovered for a moment at the height of the Renaissance in Italy, and then was met by the demands for reform which culminated in the sixteenth century. New states, based upon the ideas of strong monarchy, centralized government, and national unity, rose to challenge feudal noble, emperor, and pope alike. Of these states England is perhaps the best example. Nationalism, one of the most potent forces in the modern world, made its appearance.

Even more important than new political concepts were the new views of life which are associated with the term humanism. Humanism emphasized the interests and values of this world as opposed to the spirit of other-worldliness which had been emphasized in medieval culture. The new views were closely associated with the rise of trade and the development of cities. Proponents of them found support for their ideas in the Graeco-Roman writers, and a revival of classical learning resulted. Curiosity and interest in this world propelled men into exploration in all fields. Inventions like printing

began to shake the foundations of the older civilization, and in the realm of the arts an unparalleled revolution took place. Knowledge of the world was revolutionized by eager explorers who revealed hitherto unknown lands, smashed the Italo-Arab monopoly of trade with the Orient, shifted the centre of world commerce to the Atlantic states, and brought the beginnings of empire building.

A. The decline of medieval institutions:

1. Feudalism:

- (a) The weakening of the power of the barons owing to: the introduction of gunpowder; the increased use of money; the increased power of the monarchy; the Black Death.
- (b) The passing of serfdom in England.

*2. The papacy:

The weakening of the power of the papacy owing to the increased power of the monarchy.

B. The emergence of the modern world:

1. The rise of the modern state:

- (a) The consolidation of the monarchy in England, France, and Spain.
- (b) The development of the system of common law.
- (c) The evolution of the English parliament:
 - i. Its composition;
 - ii. Its check on the monarchy;
 - iii. Its struggle for the control of the national revenue.

*2. Humanism—the new outlook on life:

- (a) The new literature:
 - i. The revival of classical literature;
 - ii. The influence of such as Dante, Erasmus, Cervantes, Shakespeare;
 - iii. The invention of the printing press—its influence in disseminating the new literature.
- (b) The new arts—the spread of fine arts: the influence of such as da Vinci, Raphael, Michael Angelo, Rembrandt, Holbein, Velasquez.
- (c) The influence of the fall of Constantinople.

*3. The reformation and the counter-reformation:

- (a) Demands for religious reform—More and Erasmus.
- (b) Luther and the Protestant Reformation.
- (c) The break with Rome in England.
- (d) The Jesuits; the Inquisition.

4. The beginnings of the commercial revolution:

- (a) Agriculture still the basic industry:
 - i. Enclosures in England;
 - ii. The effect upon the wool trade.

- (b) The expansion of credit institutions—the Medici, the Fuggers, the Peruzzi.
- (c) The insecurity and the high cost of eastern trade.
- (d) The influence on trade of the fall of Constantinople.
- (e) Discovery and exploration—new routes to east and west.
- (f) The effects of discovery and exploration:
 - i. The decline of Mediterranean power (e.g. Venice) and the rise of the Atlantic commercial powers (Spain, Portugal, England, France);
 - ii. The influx of precious metals from America to Spain; the rise of prices in Europe;
 - iii. Regulated and joint stock companies: the Merchant Adventurers, Merchants of the Staple, the Muscovy Company;
 - iv. Exchanges and goldsmiths: the revised attitude towards usury;
 - v. Expansion of trade to east and west;
 - vi. Colonial expansion: various motives for colonization.

Part IV.—The Modern World to 1763.

A. Commercial and colonial rivalry:

1. The breakdown of Spanish and Portuguese power.
2. The expansion of French, Dutch and English powers:
 - (a) Colonial expansion.
 - (b) Expansion of trade:
 - i. The East India companies;
 - ii. The West India companies;
 - iii. The Company of New France;
 - iv. Hudson's Bay Company.
 - (c) The Navigation Acts.
3. Routes, markets and commodities:
 - (a) To the east: specie for spices, tea, coffee, silk.
 - (b) To the west: the triangular trade; fish, sugar, tobacco, slaves.
4. Exchange:
 - (a) Banking: the Bank of Amsterdam, the Bank of England.
 - (b) Insurance: marine, fire, life.
 - (c) Speculation: the Mississippi Company, the South Sea Company, the "Tulip Craze".
5. Mercantilism:

The effort to promote national self-sufficiency in war and peace.
6. The supremacy of British commercial and colonial power after the Seven Years' War.

B. Absolute and limited monarchy:

1. In England:
 - (a) The transition from the despotism of the Tudors and the Stuarts to the limited monarchy of the Hanoverians.
 - (b) The increased influence of the middle class.

- *2. In Holland:
 - Opposition to absolutism.
- *3. In France: the autocracy of Louis XIV:
 - (a) The check on the forces opposing autocracy:
 - i. The Estates-General;
 - ii. The nobility;
 - iii. The Huguenots.
 - (b) The ministry of Colbert:
 - Domestic and foreign policy.
- *4. In central Europe:
 - (a) The Hapsburg monarchy.
 - (b) The "enlightened despotism" of Frederick the Great.
- *5. In Russia: the Romanov despotism of Peter the Great:
 - (a) In government.
 - (b) In the army.
 - (c) In religion.
 - (d) In education, science and social life.

C. The new scientific method—the spirit of enquiry:

- 1. An outgrowth of humanism.
 - *2. The influence of such as Copernicus, Galileo, Kepler, Newton, Roger Bacon, Francis Bacon, Descartes, Locke.
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Grade XII

EUROPEAN CIVILIZATION—1763 TO DATE

Part I.—The Fall of the Old Regime and the Rise of a New Order: 1763 to 1850.

- A. The end of the first British Empire:
 - 1. The extent of the British Empire in 1763.
 - 2. The loss of the thirteen colonies and the founding of the United States.
- B. The old regime in Europe—absolute monarchy.
- C. The French Revolution:
 - 1. France on the eve of the Revolution:
 - (a) The estates.
 - (b) Royal government.
 - (c) The system of taxation.
 - (d) Legal inequalities.
 - (e) National bankruptcy.
 - (f) Attacks on the old regime by economists, philosophers, encyclopedists; the cahiers.
 - (g) The influence of the American Revolution.

2. The course of the Revolution:

- (a) The summoning of the Estates-General and the establishment of the National Assembly.
- (b) The attempt to form a constitutional monarchy.
- (c) The first republic:
 - i. The execution of the king;
 - ii. The Reign of Terror;
 - iii. Reaction;
 - iv. Constructive work, 1789 to 1795;
 - v. The directory.

D. Napoleon:

- 1. His rise to power as emperor.
- 2. Napoleon as statesman—his domestic achievements.
- 3. Napoleon and Europe (1804-1815):

His failure to invade England and his attempt to organize and dominate continental Europe.

E. The industrial leadership of Great Britain:

- 1. The expansion of markets.
- 2. The technical revolution:
 - (a) Inventions.
 - (b) Coal, coke, iron; steam power.
- 3. The factory system and urbanization.
- 4. The agricultural revolution.
- 5. Transportation and communication: canals, roads, railways, steamships.
- 6. Life and labour:
 - (a) Factory acts.
 - (b) Co-operatives.
- 7. A comparison with America and continental Europe.

F. The spread of liberal ideas:

- 1. What these ideas were: equality; freedom of speech, of press, of religion, of assembly; trial by jury; constitutional government.
- 2. How these ideas were spread: the development of newspapers; literature; travel; clubs.

G. The decline of the colonial system and the rise of the second British Empire: a map study.

H. The clash of liberal and reactionary forces:

- 1. The influence of Metternich in Central Europe, France, Italy.
- 2. The struggle for reform in England to 1850.
- 3. France in 1830; Europe in a state of revolution in 1848.

I. The growth of national spirit:

- 1. In France during and following the French Revolution.
- 2. In Germany and Italy: the influence of Napoleon's policy; the failure to achieve national unity by 1850; the relationship of national spirit to the revolutions of 1848.

3. In America:

- (a) The rise of new national states in Central and South America.
- (b) The Monroe Doctrine.

Part II.—The Contemporary World: Part 1—1850 to 1919.

A. The development of industrialism in Europe, America and the Far East:

- 1. Continued development in Great Britain.
- 2. The spread of the factory system to Europe, the United States, and Japan.
- 3. Improved methods of transportation: railways; canals—Suez, Panama, the Great Lakes system; steam navigation—the iron ship, the screw propeller, the turbine engine.
- 4. Developments in communications: telegraph, cable, telephone, wireless telegraphy, motion pictures, news-gathering agencies, the modern newspaper.
- 5. The application of machinery to agriculture.
- 6. Significant developments in power: the internal-combustion engine; hydro-electric power.
- 7. The application of science to industry and agriculture.
- 8. The development of capitalism and its attendant problems:
 - (a) Private capitalism.
 - (b) National capitalism; e.g.: state railways, central banks, public debt.
 - (c) Increased urbanization.
 - (d) The relations between capital and labour: trade unions; factory conditions, sickness, accidents, unemployment.
 - (e) Government attempts at the solution of these problems: social legislation, e.g., Great Britain, the United States, Canada; state socialism in Germany.

B. The achievement of British democracy:

- 1. The franchise: the Reform Bill of 1832, Chartism, the later bills (between 1867 and 1928).
- 2. The Ballot Act, 1872.
- 3. The Parliament Act of 1911.
- 4. Education and reform.
- 5. Labour in politics.

C. The spread of nationalism:

- 1. The meaning of nationalism.
- 2. Nationalism in Europe:
 - (a) In Italy: the growth of national sentiment; the unification of Italy.
 - (b) In Germany:
 - i. The German Confederation—the domination of Austria;
 - ii. The failure of German liberals to achieve federal union and liberal parliamentary institutions;

- iii. The creation of the German federal union under Bismarck—triumph over Austria; isolation and defeat of France;
 - iv. Industrial, commercial and military expansion.
- *(c) In Austria-Hungary: expulsion from the German Confederation, 1866, and the creation of the Dual-Monarchy; the effect of Pan-Slavism on the internal and external policy of the government.
- *(d) In Russia:
- i. The varied peoples ruled by an autocratic czar;
 - ii. The reforms of Alexander II: abolition of serfdom, creation of district assemblies;
 - iii. Beginning of industrialism in Russia and demand for political and social reform;
 - iv. The revolution of 1905 and the failure of the Duma.
- *(e) In the Balkans: the undisputed control of Turkey over the Balkans during the 19th century; the rise of nationalism and the growth of Pan-Slavism; Russian intervention—the Congress of Berlin, 1878; unsatisfied national aims of the Balkan peoples—the Balkan Wars, 1912-13.

3. Nationalism in the British Empire:

- (a) In Canada: a brief review of the adoption of a protective tariff; the Canadian Confederation of 1867; Macdonald's "National Policy"—the treaty-making power of Canada as an evidence of national feeling.
- (b) In Australia: fear of German invasion of the South Pacific; the Australian immigration policy; the Commonwealth of Australia, 1900.
- (c) In South Africa: the Boer revolt, 1881; the restoration of the independence of the Boer republics; the attainment of self-government and the creation of the Union of South Africa, 1909.
- (d) In India: the effect of the Japanese defeat of Russia upon national feeling; the growing demand for home rule.

D. The new imperialism arising from nationalism and industrialism: a brief treatment, principally a map study:

1. The territorial expansion and the aims of the empires:

- (a) The Russian Empire: the Pan-Slavic movement; Russia and India.
- (b) The German Empire: colonies; the Berlin-Bagdad railway.
- (c) The French Empire: Africa; Indo-China.
- (d) The Austrian Empire: the Congress of Berlin, 1878; friction with the Balkan states.
- (e) The Japanese Empire: war with China; war with Russia; the World War.
- (f) The United States: Alaska; the Spanish-American War.
- (g) The British Empire: expansion in Africa.

2. Competition for markets and commercial privileges: in Africa, South America, the Far East, the Near East (Great Britain and Russia).
3. Types of imperialistic control—chiefly British:
 - (a) The dominions; crown colonies with and without assemblies; protectorates (Africa); spheres of influence (Africa and Persia); India (native states and British provinces).
 - (b) Other empires—crown colonies.
 - (c) China: the “open door”; concessions of great powers.
4. Alliances and armaments:
 - (a) The Triple Alliance (1892), and the Triple Entente (1907).
 - (b) The testing of the Entente: the Moroccan crises.
 - (c) The armament race:
 - i. Relationship to competition for markets and territorial expansion;
 - ii. New weapons;
 - iii. The failure to check the armament movement: Hague Conferences; British attempts (1912-13).

E. The growth of internationalism:

1. The influence of the spread of liberal, democratic ideas and parliamentary institutions.
2. The co-operation between nations in humanitarian, scientific and literary work; for example, the Nobel prizes.
3. International organizations such as the Red Cross, the Postal Union, the Telegraph Union.
4. The Hague Peace Conferences.

F. The Great War, 1914 to 1918:

1. The underlying causes:
 - (a) The new nationalism in the Balkans.
 - (b) The new imperialism (with special reference to alliances and armaments).
2. The immediate causes: the Sarajevo episode.
3. The alignment of European nations and empires.
4. Some important aspects of the war:
 - (a) Britain's sea power: the blockade of the central powers; the convoy of troops and supplies.
 - (b) The contributions of the Empire.
 - (c) Deadlock on the western front.
 - (d) The collapse of the eastern front: the Bolshevik revolution.
 - (e) The entry of the United States and other nations.
 - (f) The allied war council.
 - (g) The destruction of the Ottoman empire in the Near East.
 - (h) Collapse and revolution in the Central Powers.

5. The Treaty of Versailles—the important terms:
 - (a) The establishment of the League of Nations.
 - (b) The “war-guilt” clause.
 - (c) The economic terms.
 - (d) Territorial changes (including those in other treaties which created new maps of Europe and the Near East).

Part III.—The Contemporary World: Part 2—1919 to Date.

A. Experiments in internationalism:

1. The League of Nations:
Purpose, organization, some outstanding achievements, difficulties, failures.
2. The International Labour Office—its organization and work.
3. The conference method of attack on such world problems as naval limitations, the Orient, debts, armaments, trade.
4. The juridical effort: the World Court at the Hague.
5. The attempt to outlaw war: the Pact of Paris (the Briand-Kellogg Pact).
6. The significance of the British Commonwealth of nations and peoples:
The influence of the war; the conference of 1926; the Statute of Westminster; India (the granting of the federal constitution; round-table conferences); the coronation oath of King George VI; Ireland (the Free State constitution; the new constitution of Eire).
7. In the Americas:
 - (a) The Pan-American union and conferences.
 - (b) Canada and the United States: for example, international joint commission; international labour unions; international corporations.

B. Recent economic and social trends:

1. Significant developments of power (electricity and oil) and of transportation and communications (automobiles, aeroplanes, radio, teletype).
2. In industry:
 - (a) The rapid increase in the use of automatic machinery and non-ferrous metals.
 - (b) Decentralization of industrial plants; centralization of financial control.
3. Problems created by recent economic changes:
Unemployment (changes of technique in industry, seasonal occupations, depressed areas); unequal distribution of wealth; housing; poverty.

C. Experiments of totalitarian states in solving their problems:

1. Russia: Lenin and Stalin and the Communistic dictatorship; the five-year plans; international relations.
2. Italy: Mussolini and the Fascist dictatorship; economic changes; foreign relations.

3. Germany: Hitler and the Nazi dictatorship; domestic policies; expansionist policy.
4. Turkey: Mustapha Kamal and the new Turkey.
5. Japan.

D. Democracy, our way of thought and life:

1. The meaning of democracy:
 - (a) Government by persuasion rather than by force.
 - (b) Freedom of the individual (of speech, press, association, travel, petition, religion, election).
 2. Democracy's method of solving social and economic problems through discussion and legislation.
 3. The challenge of democracy: the duties and responsibilities of democratic citizens.
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BOOKS RECOMMENDED FOR GRADES XI AND XII

For the Classroom

Robertson and Robertson—

The Story of Greece and Rome—Dent..... \$1.00

Smith's Smaller Classical Dictionary and Atlas of Ancient and Classical Geography—Dent..... 1.25

Phillips—

The Orient and Greece—Dent..... 1.00

Rome and The Middle Ages—Dent..... 1.00

Davis—

A Day in Old Athens—Allyn and Bacon..... 1.60

A Day in Old Rome—Allyn and Bacon..... 1.80

Masters—The Romance of Excavation: 2 parts—Nelson..... each .25

Osborne—Our Debt to Greece and Rome—Hodder and Stoughton..... 1.00

Hammerton—Wonders of the Past—4 vols.—Putnam..... each 5.50

Household—

Hellas: the Forerunner—Dent
Vol. 1, Athens in her Glory..... 1.00

Rome: Republic and Empire—
Vol. 1, The Republic; Vol. 2, The Empire..... 1.25

Hamilton—Ancient Rome—The Lives of Great Men—Oxford..... .75

Urch—Scaling the Centuries—Copp Clark..... 2.25

Ketelbey—Readings from the Great Historians—Vol. V.—Harrap..... 1.10

Mears—Makers of World History: Book II—The Middle Ages—
Longmans Green..... .75

Cudmore—History of the World's Commerce—Pitman..... .80

Heaton—History of Trade and Commerce—Nelson..... .80

Michell—Outlines of Economic History—Pitman..... .80

For the Teacher

Tucker—Life in Ancient Athens—Macmillan.....	\$2.00
Johnson—Private Life of the Romans—Scott, Foresman.....	2.25
Showerman—Rome and the Romans—Macmillan.....	3.00

Stobart—

The Glory that was Greece; The Grandeur that was Rome— Sidgwick and Jackson.....	each 5.50
Rogers, Adams and Brown—Story of Nations—Clarke, Irwin.....	
Pahlow—Man's Great Adventure—Ginn.....	
Hall—Buried Cities—Macmillan.....	2.25
Livingstone—The Pageant of Greece—Clarke, Irwin.....	2.00
Glover—The Ancient World—Macmillan.....	2.50

Translations—

Herodotus—Everyman Series	
Homer—Iliad; Odyssey—Butcher & Lang	
Plutarch—Selected Lives	
Breasted—Ancient Times—Ginn.....	2.00
Robinson, Breasted and Beard—World Civilization, Vol. 1, Ginn	
Happold—The Adventure of Man—Ryerson.....	1.20
Hartman—Medieval Days and Ways—Macmillan.....	2.75
Coulton—The Medieval Scene—Macmillan.....	1.65

Fiction

Snedeker—Theras; The Perilous Seat	
Davis—Belshazzar; A Victor of Salamis; A Friend of Caesar	
Henty—The Cat of Bubastes; The Young Carthaginian; For the Temple	
Haggard—The Double Axe	
Anderson—With the Eagles	
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